

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 6b

Connecticut Core Standards for
English Language Arts and
Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Part 4: Inquiry and Research in CCS-ELA & Literacy

Part 4: Inquiry and Research in CCS-ELA & Literacy

Activity 6a: Reviewing a Research Framework

DESCRIPTION

Participants will review the “Teacher Research Unit Guide.”

DIRECTIONS

With a partner, briefly review the “Teacher Research Unit Guide,” focusing on all 5 parts. The guide can be found in the Appendix of your Participant Guide.

RESOURCES

- Odell Education. “Teacher Research Unit Guide.” Retrieved from <http://www.engageny.org/resource/developing-core-proficiencies-program-units-in-ela-literacy>

Activity 6b: Reviewing a Unit

DESCRIPTION

Participants will review a CCS exemplar 10th grade ELA module to see how research is developed. The module is broken down into three units. Each group will review one unit of the module and create a poster to describe their unit and participate in a reflective discussion.

DIRECTIONS

1. Organize into groups of 3–4. Each group will be assigned and provided with a particular unit from a grade 10 ELA research module.
2. Review the module overview and with your group and determine how your unit is organized.
3. Read through the unit using the “Developing Research” Organizer on page 38 to take notes.
4. As a group, create a poster on chart paper using words and symbols that illustrate the research process and how research is taught in your unit. Be creative!
5. Post your group’s poster on a wall in the room.
6. Assign one person from your group to be the reporter.

7. When you come to the poster your group created, act as “host” to the rest of the group by explaining how research is taught and the research process in your unit, including anything noteworthy or unique.
8. At the facilitator’s signal, each group will move to the next poster and the new “host” will explain the research process represented.

RESOURCES

- From the Engage NY, Common Core Curriculum & Assessments, Common Core Curriculum, English Language Arts website: <http://www.engageny.org/english-language-arts>
 - *Odell Education. Student Research Plan. Available from <http://odelleducation.com/wp-content/uploads/2013/09/Student-Research-Plan.pdf>*
 - *Odell Education. Developing Core Proficiencies Curriculum: Unit 3: Researching to Deepen Understanding. Available from <http://odelleducation.com/literacy-curriculum/research>*
 - *Engage NY. Grade 10 ELA Module 3: Researching Multiple Perspectives to Develop a Position. Available from <http://www.engageny.org/resource/grade-10-ela-module-3>*
- “Developing Research” Organizer

REFLECTIVE DISCUSSION

- How is research taught in this unit?
- What supports are provided to students?
- What would you add or change about this unit?

Think about the different disciplines in your school:

- How might research be different in the humanities?
- How might research be different in the sciences?
- What can schools do to help establish a school-wide plan for writing and research?

“Developing Research” Organizer

Day/Lesson	Research-related Activity	Purpose	Connection to Earlier or Later Activity

10.3

Module Overview

Researching Multiple Perspectives to Develop a Position

<p>Texts</p>	<p>Unit 1: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Unit 2: Student research sources vary.</p> <p>Students choose texts for research based on their individual research topic/area of investigation.</p> <p>Model Research Sources:</p> <ul style="list-style-type: none"> • “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park • “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing • “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe • “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt • “Human Tissue For Sale: What are the Costs?” by Deborah Josefson • “My Body, My Property” by Lori B. Andrews • “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo <p>Unit 3: Student research sources vary*</p> <p>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</p>
<p>Number of Days in Module</p>	<p>43 (including Module Performance Assessment)</p>

Introduction

In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which will serve as the early foundation of what will ultimately become a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence.

Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

In 10.3.1, students closely read selected excerpts from a nonfiction text, focusing on how the author unfolds an analysis of central ideas. Additionally, the text serves as a springboard to research, with students surfacing and tracking potential research topics, regarding medicine, ethics, and scientific research as they emerge from the text.

In 10.3.2, students continue the research process begun in 10.3.1. Students begin to learn and engage in this iterative, non-linear process by pursuing research topics/areas of investigation. They also begin to deepen their understanding by using guiding inquiry questions and evaluating multiple texts' arguments. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students then take those sources and begin to organize and synthesize research findings to establish a perspective about a specific problem-based question.

In 10.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research position on the page. The end product of this unit is a final draft of a research-based argument paper that articulates a perspective gleaned from research throughout Module 10.3. The writing cycle—in which students self-edit, peer review, and continually revise their work—serves as the primary framework for this unit.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based conversations about text
- Conduct independent searches and assess sources for credibility, relevance, and accessibility
- Develop, refine, and select inquiry questions for independent research
- Collect and organize evidence from research to support analysis in writing
- Identify and evaluate arguments and claims in a text
- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Craft a research-based argument paper

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading – Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Reading – Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Writing	
W.9-10.9.a-b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a

	<p>play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

Assessed Standards

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCS Standards: Writing

W.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.2.b, d, e	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
CCS Standards: Speaking & Listening	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

	substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature
None.
CCS Standards: Reading – Informational Text
None.
CCS Standards: Writing
None.

CCS Standards: Speaking & Listening	
SL.9-10.1.a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
CCS Standards: Language	
L.9-10.1.a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p>
L.9-10.2.a, b, c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
L.9-10.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
L.9-10.4.a, c, d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
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Module Performance Assessment

In this four-lesson Module Performance Assessment, students enhance their research from the module by using technology to publish a podcast. The assessment presents a departure from the module's research and writing focus by allowing students an opportunity to showcase their learning in a different format: an oral presentation. Each student produces his or her own five-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members. Students do not simply reproduce, but enrich their research-based argument papers through the strategic use of digital media to enhance understanding of their findings, reasoning, and evidence.

Following the podcast, students have an opportunity to reflect on their research and choose effective pieces to share with an audience; additionally, this forum allows students to engage with an audience about their research, using the written paper and podcast for support.

Prompt

Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research, and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

PROMPT

Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, an audience of at least three peers, adults, or a mix of both, will listen to your podcast, and the audience will offer different perspectives or counterclaims and questions they have about the research presented. As a culminating event for this module, you are going to discuss the "audience" reactions to your podcast in a small group discussion forum.

- ① This Performance Assessment utilizes oral presentation technology, such as Voice Thread, Garage Band, or Audacity to create a podcast. In the case of Voice Thread, students can comment on peers' presentations directly on the site. With traditional technology used to record podcasts, students will listen to presentations and reserve discussion for the small group forums (to be held on the module's final days).
- ① Though this Performance Assessment assumes podcast technology, other forms of self-publication are equally valid. Depending on the resources available, consider having students create a multimedia document within Microsoft Word, a multimedia PDF, or a multimedia document in Google Drive.
- ① The last two days of this Module Performance Assessment follows a small group discussion format. Teachers are encouraged to invite adults, including other staff and community members, to participate in these small groups by listening to student podcasts and then engaging in the discussions that follow.

Process

The Module Performance Assessment requires students to synthesize salient information from their research-based argument papers according to the time and content requirements of the assessment. Additionally, students take into consideration any teacher feedback they may have received during the preparation of their research-based argument paper so that the organization, development, substance, and style of the end product is appropriate for the purpose, audience, and task. Students prepare the content for the presentations, familiarize themselves with the podcast technology to be used, and record/upload their presentations. The podcast should not be simply an oral version of students' research papers, but should instead enhance analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research and add interest to it. Finally, students discuss the podcast with an "audience" composed of peers, adults, or a mix of both, who offer their reactions, perspectives, and questions about the research presented.

- ① See the 10.3 Introduction to Research Module for ELA/Literacy for suggestions about preparing students for this assessment over the course of the module.

Lesson 1

Based on the Module Performance Assessment prompt, students prepare scripts for their podcasts. Instruct students to produce a five-minute podcast that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to conceptualize their research-based argument papers from a written document to an oral presentation. The presentations cannot be simply a reading

of their papers, but should make strategic use of the audio podcast format to enhance understanding of their findings, reasoning, and evidence. Explain that the podcast medium affords them the opportunity to select the most effective or dynamic pieces of their research to share orally. Explain that this assessment, while different because it incorporates technology and oral presentation practices, is also metacognitive in nature, and therefore a way to build upon and refine knowledge of the research.

- ① Consider showing students guidelines for podcast scripting from <http://www.nmsu.edu/> (search terms: writing podcast script).
- ① Remind students of the 10.3.3 Lesson 11 homework (Listen to the first 22 minutes, 7 seconds of the Science Weekly podcast featuring an interview with Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Use the Speaking and Listening Rubric to assess the podcast for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. The podcast may be found at the following link: <http://www.theguardian.com/science/blog/audio/2010/jun/21/science-weekly-podcast-henrietta-lacks-rebecca-skloot>). Explain that the homework has a twofold purpose: It serves as an exemplar for this Module Performance Assessment, and it introduces a new part of the Speaking and Listening Rubric that will be used to evaluate students' podcasts. Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.
- ① Students may wish to produce their podcasts individually or work in pairs to produce podcasts that follow an interview-type format. In the case of the latter, one student would be the interviewer, while the student whose paper is being discussed would be the interviewee. Students would then switch roles for the subsequent podcast. In both podcasts, the student serving as interviewee would be the individual responsible for preparing the script of that particular podcast.

Lesson 2

Students complete podcast scripts and then spend time orienting to the podcast technology selected for their class. Certain technologies may require students to set up an account, as is the case with Voice Thread, but regardless of technology used, all students should spend time familiarizing themselves with the technology and practicing their presentations. When preparation is complete, students record their podcasts.

Lesson 3

Students divide into groups of 4–5 audience members and listen to the podcasts of each of their group members. While listening, audience members note their own perspectives, counterclaims, or questions they may have regarding the research shared in the podcast using the Podcast Audience Tool. After each podcast, the group has a brief 5-8 minute discussion about the podcast.

Lesson 4

Students continue the small group discussion forums with the same small groups from the previous lesson. After each student presenter finishes the forum, the audience members evaluate the podcast and student presenter’s contributions to the forum by using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

i To introduce diversity in perspective, teachers are encouraged to include adults (additional staff, community members, etc.) in student discussion groups.

Texts

Unit 1:

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Random House, 2011.

Unit 2:

Students choose texts for research based on their individual research question/problem.

Model Research Sources:

- “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park (<http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/>)
- “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing (<http://voiceofsandiego.org/>)
- “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe (<http://energy.gov/>)
- “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt (<http://www.oxfordjournals.org/>)
- “Human Tissue For Sale: What are the Costs?” by Deborah Josefson (<http://www.ncbi.nlm.nih.gov/pmc/>)
- “My Body, My Property” by Lori B. Andrews (<http://www.chicagotribune.com/>)
- “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo (<http://www.nejm.org/>)

Unit 3:

Student research sources vary*

*By Unit 3, students have chosen texts for research based on their individual problem-based question.

10.3 Module-at-a-Glance Calendar

Text	Days	Literacy Skills and Habits	Assessed and	Assessments
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	in the Unit		Addressed CCSS	
Unit 1:				
<i>The Immortal Life of Henrietta Lacks</i> (Rebecca Skloot)	15	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Analyze text and multimedia. • Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. • Use vocabulary strategies to define unknown words. • Identify potential issues/topics for research within a text. • Use questioning to guide research. • Conduct pre-searches to validate sufficiency of information for exploring potential research topics. 	<p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.4</p> <p>RI.9-10.5</p> <p>RI.9-10.6</p> <p>RI.9-10.8</p> <p>W.9-10.2.b, d, e</p> <p>W.9-10.9.b</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>W.9-10.4</p> <p>SL.9-10.1.a, c</p> <p>L.9-10.2.a</p> <p>L.9-10.4.a, c, d</p> <p>L.9-10.5.a</p>	<p>End-of-Unit:</p> <p>Students complete a two-part short writing assessment.</p> <p>Part 1: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?</p> <p>Part 2: Articulate two to three areas of investigation and where they emerge from the text.</p>

Unit 2:				
<p><i>Student research sources vary.</i></p> <p>Students choose texts for research based on their individual research topic.</p> <p>Model Research Sources:</p> <ol style="list-style-type: none"> 1. "A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?" by Alice Park 2. "Do We Own Our Own Bodily Tissues?" by Margaret Ng Thow Hing 3. "Paying Patients for Their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe 4. "Tissue Banks 	<p>13</p>	<ul style="list-style-type: none"> • Assess sources for credibility, relevance, and accessibility. • Conduct independent searches using research processes, including planning for searches, assessing sources, annotating sources, recording notes, and evaluating arguments. • Develop, refine, and select inquiry questions for research. • Develop and continually assess a research frame to guide independent searches. • Collect and organize evidence from research to support analysis in writing. • Develop claims about inquiry questions, inquiry paths, and problem-based questions using specific textual evidence from the research. • Develop an evidence-based perspective from the synthesized research. 	<p>RI.9-10.1.a</p> <p>RI.9-10.8</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>W.9-10.1.b</p> <p>W.9-10.4</p> <p>SL.9-10.1</p> <p>L.9-10.4.a, c, d</p>	<p>End-of-Unit:</p> <p>Students turn in a completed Research Portfolio, including their Research Journals.</p> <p>Evidence-Based Perspective:</p> <p>Additionally, students compose a one-page synthesis of their personal conclusions and perspective derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tool to express their perspective on their respective problem-based question.</p>

<p>Trigger Worry About Ownership Issues” by Charlie Schmidt</p> <p>5. “Human Tissue For Sale: What are the Costs?” by Deborah Josefson</p> <p>6. “My Body, My Property” by Lori B. Andrews</p> <p>7. “Body of Research— Ownership and Use of Human Tissue” by R. Alta Charo</p>				
<p>Unit 3:</p>				
<p><i>Student texts (research sources) vary*</i></p> <p>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</p>	<p>11</p>	<ul style="list-style-type: none"> • Collect and organize evidence from argument research to support analysis in writing. • Analyze, synthesize, and organize evidence-based claims. • Write effective introduction, body, and conclusion paragraphs for an argument-based research paper. • Use proper citation methods in writing. 	<p>W.9-10.1.a-e</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.9</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.3.a</p> <p>L.9-10.6</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>L.9-10.1.a</p> <p>L.9-10.2.a-c</p> <p>SL.9-10.1</p>	<p>End-of-Unit:</p> <p>Students are assessed on the final draft of their argument-based research paper and its alignment to the criteria of an argument text (W.9-10.1.a-e). The final draft should include multiple claims supported by valid reasoning and relevant and sufficient evidence.</p>

		<ul style="list-style-type: none"> • Edit for a variety of purposes including using semicolons, colons, and correct spelling. • Use formal style and objective tone in writing. • Write coherently and cohesively. 		
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Note: Bold text indicates targeted standards that will be assessed in the module.

10.3.1

Unit Overview

“Using Seed Texts as Springboards to Research”

Text	Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> . (Excerpts)
Number of Lessons in Unit	15

Introduction

In the first unit of Module 10.3, students continue to work on skills, practices, and routines introduced in Modules 10.1 and Module 10.2: reading closely, annotating text, and evidence-based discussion and writing, especially through questioning, focused annotation, and an independent analysis of text. In addition, students begin the inquiry-based research process.

In this unit, students read excerpts from Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*. The text serves two primary functions: first, students analyze how Skloot unfolds and draws connections between key events and ideas in the text while developing and refining her central ideas; and second, the text is a seed text that students use to surface and explore potential research topics. Students identify and track these topics, which become springboards to the inquiry-based research process that continues in the following unit. Additionally, students are introduced to posing and refining inquiry questions about their topic for the purpose of guiding their initial research. In preparation for writing a research-based argument paper in 10.3.3, students begin to analyze authors’ perspectives and arguments during their early research, while also beginning to work on developing initial claims themselves.

There is one formal assessment in this unit. At the end of the unit, students engage in a two-part assessment. First, students synthesize and compose a multi-paragraph response examining how Skloot unfolds an analysis of a central idea throughout *The Immortal Life of Henrietta Lacks* excerpts (RI.9-10.2, RI.9-10.3, W.9-10.2. b, d, e, L.9-10.1, L.9-10.2). In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from *The Immortal Life of Henrietta Lacks*, explaining how and from where the areas emerged (W.9-10.9). These areas of investigation are the foundation for the research process that fully develops in 10.3.2.

Note: This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they independently read *The Immortal Life of Henrietta Lacks* for homework. Additionally, students are expected to read outside sources as they explore potential areas of investigation for research.

Literacy Skills and Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based discussions about text.
- Collect and organize evidence from texts to support analysis in writing.
- Collect and organize evidence from texts to support claims made in writing.
- Use vocabulary strategies to define unknown words.
- Identify potential topics for research within a text.
- Use questioning to guide research.
- Conduct pre-searches to validate sufficiency of information for exploring potential topics.
- Delineate arguments and explain relevant and sufficient evidence.
- Analyze perspectives in potential research texts.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of

	specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCS Standards: Writing	
W.9-10.2 b, d, e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
CCS Standards: Speaking & Listening	
SL.9-10.1.a, c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other

	<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.4. a, c, d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, W.9-10.9.b, L.9-10.2
Description of Assessment	Varies by lesson but may include short written responses to questions focused on how the author unfolds events or ideas, develops and refines a central idea, or advances her purpose. This may also include the development of factual, interpretive, and evaluative questions for further exploration of research topics and pre-searches to narrow down selected areas of investigation.

End-of-Unit Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.3, W.9-10.2.b, d, e, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	<p>Part 1: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?</p> <p>Part 2: Articulate two to three areas of investigation and where they emerge from the text.</p>

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>The Immortal Life of Henrietta Lacks</i> , pp. 1–4	In this first lesson of the unit and module, students are introduced to the module’s focus: inquiry-based research to build evidence-based arguments. Students begin reading and analyzing the Prologue of <i>The Immortal Life of Henrietta Lacks</i> , focusing on the connection between Henrietta Lacks and the scientific advancement provided by the research of her “immortal” cells. This excerpt focuses on the connections Skloot draws between Henrietta Lacks, as a person, and the scientific advancement her cells supported.

Lesson	Text	Learning Outcomes/Goals
2	<i>The Immortal Life of Henrietta Lacks</i> , pp. 27–33	In this lesson, students read and analyze another excerpt from <i>The Immortal Life of Henrietta Lacks</i> , in which Skloot further surfaces ideas and events related to the story of Henrietta Lacks and her “contribution” to human tissue research. Students analyze the text through reading and evidence-based discussions, with specific attention paid to how Skloot unfolds the series of events and ideas by using a Tracking Events and Ideas Tool.
3	<i>The Immortal Life of Henrietta Lacks</i> , pp. 63–66	In this lesson, students continue to read and analyze <i>The Immortal Life of Henrietta Lacks</i> , focusing on how Skloot provides a narrative account of Henrietta’s deteriorating health. In small groups, students explore the care Henrietta receives from the Johns Hopkins medical staff through analysis of Skloot’s specific word choice and purposeful use of language. Additionally, students begin the research process by learning how to surface issues and pose inquiry questions using a Surfacing Issues Tool and Posing Inquiry Questions Handout.
4	<i>The Immortal Life of Henrietta Lacks</i> , pp. 93–102	In this lesson, students read another excerpt from <i>The Immortal Life of Henrietta Lacks</i> , building their understanding of central ideas present in the text as they examine the history of HeLa through the lens of scientific discovery. Students discuss their understanding in pairs and continue to surface issues in the text for the purpose of research. Students also continue to generate, refine and select inquiry questions to guide their research.
5	<i>The Immortal Life of Henrietta Lacks</i> , pp. 127–136	In this lesson, students continue to read and analyze another excerpt from <i>The Immortal Life of Henrietta Lacks</i> , in which Skloot describes cases of HeLa cell misuse and explores issues of informed consent and human experimentation. Students explore this passage through a series of questions and discussion, in which they analyze how Skloot supports a perspective through description and use of language. Students continue to surface issues that emerge from the text and record these issues on their Surfacing Issues Tool.

Lesson	Text	Learning Outcomes/Goals
6	<i>The Immortal Life of Henrietta Lacks</i> , pp. 127–136	In this lesson, students reread the excerpt from the previous lesson, focusing on identifying and delineating one of Skloot’s claims, and assessing whether it is relevant and sufficient to support the claim. Student groups identify and delineate one of Skloot’s claims and evaluate evidence that she uses in pages 127–136 to support her claim. Students participate in collaborative group discussion and synthesize their findings on the Lesson 6 Evidence Collection Tool.
7	<i>The Immortal Life of Henrietta Lacks</i> , pp. 164–169	In this lesson, students continue reading an excerpt from <i>The Immortal Life of Henrietta Lacks</i> , focusing on the Lacks family’s distrust of Johns Hopkins Hospital and the history of unethical medical practices conducted against the African-American community. Students analyze how Skloot unfolds credible and relevant evidence to support the perspective of the Lacks family. Students also continue searching for topics/issues using the Surfacing Issues Tool, and are introduced to the Exploring a Topic Tool, in which they consider their own reasons for selecting various topics to further explore in research.
8	<i>The Immortal Life of Henrietta Lacks</i> , pp. 179–183	In this lesson, students read and analyze an excerpt from the text that describes how the Lacks family discovers the HeLa cells, and how the research community makes use of the Lacks family’s DNA to untangle a cell culture contamination problem. Students read and analyze the text, and work to identify a central idea based on specific details. Students are introduced to the pre-search process and the Pre-Search Tool.
9	<i>The Immortal Life of Henrietta Lacks</i> , pp. 194–198	In this lesson, students analyze an excerpt in which Skloot describes how the family struggles to understand the public information regarding the HeLa cells. Students continue to build their understanding of how specific sections of text develop, and refine specific ideas that have emerged in the larger text. Students also continue to pre-search topics/issues that interest them and gather potential sources for their research. Students begin the vocabulary journal.

Lesson	Text	Learning Outcomes/Goals
10	<i>The Immortal Life of Henrietta Lacks</i> , pp. 199–201	In this lesson, students examine an excerpt that introduces the story of John Moore, whose cells were used to develop the cell line Mo, without his knowledge, after he received treatment for cancer. Students compare this story to that of Henrietta Lacks through text analysis. After reading, students learn about the concept of perspective and continue with their pre-searches.
11	<i>The Immortal Life of Henrietta Lacks</i> , pp. 201–206	In this lesson, students continue to examine the excerpt that details the court hearings of John Moore and presents multiple perspectives on the issue of cell tissue ownership. Students consider how the information in this excerpt impacts their developing understanding of tissue ownership. Students continue to conduct pre-searches for homework.
12	<i>The Immortal Life of Henrietta Lacks</i> , pp. 245–247; 261–267	In this lesson, students read two excerpts. The first describes Skloot’s encounter with Zakariyya (Henrietta’s son), when he discusses his anger with the Hopkins’ scientists. The second describes a visit that Skloot, Deborah, and Zakariyya make to Hopkins to meet a scientist, who ends up being surprisingly kind to the Lacks family. Students consider how this excerpt affects Zakariyya’s ideas about the medical community. Students continue to pre-search areas of investigation or homework.
13	<i>The Immortal Life of Henrietta Lacks</i> (all excerpts)	In this lesson, students engage in an evidence collection activity using <i>The Immortal Life of Henrietta Lacks</i> , in order to prepare for a discussion in the following lesson about the text’s various claims and evidence. The focus of this lesson is on understanding claims and evidence in informational text, as well as developing claims for future argument writing. Additionally, this lesson develops students’ proficiency for gathering and synthesizing evidence from a text.

Lesson	Text	Learning Outcomes/Goals
14	<i>The Immortal Life of Henrietta Lacks</i> (all excerpts)	In this lesson, students build upon the evidence collection work done in the previous lesson by engaging in a group discussion that validates their understanding of evidence used to support claims found in <i>The Immortal Life of Henrietta Lacks</i> . Within expert groups, students take turns presenting their claim and evidence to the other members of their group, allowing time for counterclaims and clarifying questions. As an assessment, students write a paragraph response that synthesizes their understanding of supporting evidence with their ability to identify a claim in the text, and determine whether the evidence provided is relevant and sufficient.
15	<i>The Immortal Life of Henrietta Lacks</i> (all excerpts)	In this final lesson of the unit, the End-of-Unit Assessment, students complete a two-part assessment. First, students synthesize and compose a multi-paragraph response examining how Skloot unfolds an analysis of a central idea throughout <i>The Immortal Life of Henrietta Lacks</i> . In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from <i>The Immortal Life of Henrietta Lacks</i> , explaining how and from where the areas emerged.

Preparation, Materials, and Resources

Preparation

- Read and annotate excerpts from *The Immortal Life of Henrietta Lacks*.
- Review the Short Response Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials and Resources

- Chart paper
- Copies of the text *The Immortal Life of Henrietta Lacks*

- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Self-stick notes for students (optional)
- Copies of the Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a, c for each student
- Copies of the 10.3.1 Unit Glossary

10.3.2

Unit Overview

“Engaging in an Inquiry-Based, Iterative Research Process to Write Arguments”

<p>Texts</p>	<p>Students choose texts for research based on their problem-based question.</p> <p><i>Model Research Sources:</i></p> <ul style="list-style-type: none"> • “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park (Source #1) • “Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing (Source #2) • “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim and Steven Joffe (Source #3) • “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt (Source #4) • “Human Tissue for Sale: What Are the Costs?” by Deborah Josefson (Source #5) • “My Body, My Property” by Lori B. Andrews (Source #6) • “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo (Source #7)
<p>Number of Lessons in Unit</p>	<p>13</p>

Introduction

In this unit, students continue the research process begun in Unit 1. Students begin to deeply engage in this iterative, non-linear process with the goal of deepening students’ understanding of topics and issues that may lead to argument writing. Students continue to learn how to use the inquiry-based research process to gather, assess, read, and analyze sources, while organizing and synthesizing research to develop claims and counterclaims about a specific problem-based question.

Students are formally introduced to the research process by creating a Research Portfolio and learning about the Student Research Plan, a roadmap for students to reflect on their ongoing research progress

and next steps. Students vet areas of investigation, developed in Unit 1, to focus on a specific research topic/issue. From there, students learn how to develop specific inquiry questions and choose credible, relevant, and accessible sources by planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments effectively.

Through these inquiry steps, students create a problem-based question and an initial research frame that guides independent searches. Using the reading skills developed in previous modules and the source assessment skills introduced in this unit, students conduct independent research by using inquiry questions to explore and deepen their understanding of their specific problem-based question. As the research process continues, students continually revisit the research frame to analyze their research direction and focus, while assessing and making changes as necessary. As this cyclical and iterative research process evolves, students begin to organize and synthesize their data, make claims about inquiry paths, and eventually the problem-based question itself.

Additionally, students are exposed to the fundamentals of argument-based writing through the examination and delineation of arguments. Students work to identify the effective components of argument-based writing and begin to expand their understanding of effective argument writing by establishing counterclaims opposing their claims.

There is one formal assessment in this unit; however, students continually reflect on their research progress by journaling about their research progress and next steps using a Research Journal. The End-of-Unit Assessment asks students to develop an Evidence-Based Perspective by writing a one-page synthesis of their personal conclusions and perspective derived from the research (W.9-10.7, W.9-10.9).

Note: This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they read multiple sources and refine and deepen their understanding of their inquiry topic and later, problem-based question.

Literacy Skills & Habits

- Assess sources for credibility, relevance, and accessibility.
- Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument.
- Develop, refine, and select inquiry questions for research.
- Develop and continually assess a research frame to guide independent searches.
- Collect and organize evidence from research to support analysis in writing.
- Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research.
- Develop counterclaims in opposition to claims.

Standards for This Unit

CCS Standards: Reading-	
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCS Standards: Writing	
W.9-10.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

CCS Standards: Language	
L.9-10.4. a, c, d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Note: Bold text indicates standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.1a, RI.9-10.8, W.9-10.7, W.9-10.8, W.9-10.9
Description of Assessment	Varies by lesson but may include completed research tools, responses to Quick Write prompts focused on developing research skills, and vocabulary learned through research as tracked in the vocabulary journal.

End-of-Unit Assessment	
Standards Assessed	W.9-10.7, W.9-10.9

Description of Assessment	<ul style="list-style-type: none"> • Students submit a completed Research Portfolio with the four sections organized including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. The Research Journal is also located in the Research Portfolio. • Students write a one-page synthesis of their developing perspective derived from their research. Students draw on the research evidence collected to express their Evidence-Based Perspective on their problem-based question.
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Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Students choose texts for research based on their individual research question/problem.	Students are formally introduced to the research unit and construct a Research Portfolio to house all research previously conducted in Unit 1 and the research materials distributed and gathered in this unit. Additionally, students vet their 2–3 possible areas of investigation (from Unit 1, Lesson 15) to identify a research topic/area of investigation for use throughout the unit.
2	Students choose texts for research based on their individual research question/problem.	Students work to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in Unit 1. In this lesson, they learn how to craft specific inquiry questions for their selected research topic/area of investigation developed in the previous lesson. Students engage in a research process check-in during which they review the Student Research Plan Handout. Students also review inquiry questions from Unit 1 and generate, vet, and refine specific inquiry questions for their research topic/area of investigation using a Specific Inquiry Questions Checklist.
3	Students choose texts for research based on their individual research question/ problem.	Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to formally assess sources for credibility, accessibility, and relevance.
4	Students choose texts for research based on their individual research question/problem.	Students continue to develop their research skills as they learn how to closely read important sources for selected inquiry questions, using annotation and note taking. Students are introduced to additional annotation codes and a Taking Notes Tool.

Lesson	Text	Learning Outcomes/Goals
5	Students choose texts for research based on their individual research question/problem.	Students learn how to evaluate an evidence-based argument. Students work to develop their ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments.
6	Students choose texts for research based on their individual research question/problem.	Students construct a frame (Research Frame Tool) to guide their research by establishing inquiry paths that allow them to explore various aspects of their research topic/area of investigation. Students group their inquiry questions thematically, establish a problem-based question, and formally plan their research using the Research Frame Tool.
7	Students choose texts for research based on their individual research question/problem.	Students begin conducting searches independently using the Research Frame and associated search tools. This lesson is the first of three lessons during which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research while continually assessing sources for credibility and usefulness in answering inquiry questions.
8	Students choose texts for research based on their individual research question/problem.	Students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This lesson is second in a series of three lessons focusing on the independent search process. It builds on the previous lesson by focusing students on determining if the research surfaced is sufficient to address established inquiry paths and questions, and adjusting the search accordingly. Additionally, students read sources closely, analyzing details and ideas, and taking notes for each source to determine how it addresses inquiry questions and paths.
9	Students choose texts for research based on their individual research question/problem.	Students continue to conduct searches independently. This lesson is the last in a series of three lessons focused on conducting searches independently. Students assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students make final decisions about their research direction by revising their Research Frame accordingly.

Lesson	Text	Learning Outcomes/Goals
10	Students choose texts for research based on their individual research question/problem.	Students analyze and synthesize their research to make claims about inquiry questions within an inquiry path. Students complete at least two Forming Evidence-Based Claims Tools for all inquiry paths on the Research Frame. These initial claims are the foundation for the Evidence-Based Perspective students will develop in Lesson 13.
11	Students choose texts for research based on their individual research question/problem.	In this lesson, students organize, analyze, and synthesize their claims (Forming Evidence-Based Claims Tools) from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame. This work directly prepares students for developing and writing an Evidence-Based Perspective (End-of-Unit Assessment) in Lesson 13. Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself.
12	Students choose texts for research based on their individual research question/problem	Students choose one claim from the previous lesson to form a counterclaim in opposition to that claim. Students identify evidence to support their counterclaims and record that information on the Forming Counterclaims Tool before engaging in a peer review. Students use the Evidence-Based Claims Criteria Checklist to evaluate a peer's counterclaim.
13	Students choose texts for research based on their individual research question/problem.	Students complete the End-of-Unit Assessment by conducting a final review of the Research Portfolio and writing an Evidence-Based Perspective based on the research outcomes from the unit. Students submit the final Research Portfolio and the Evidence-Based Perspective. The Evidence-Based Perspective is assessed using a rubric based on the Research Portfolio content.

Preparation, Materials, and Resources

Preparation

- Identify and contact the media specialist/librarian/person best positioned to assist students with conducting research.
- Reserve computer lab or classroom with technology and Internet access for all students.

- Read and annotate model sources (see page 1).

Materials/Resources

- Binders or Electronic Folders (for the Research Portfolio)
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Highlighters
- Copies of the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric.

10.3.3

Unit Overview

“Synthesizing Research and Argument Through the Writing Process”

Text(s)	<p><i>Student texts (research sources) will vary*</i></p> <p>*By Unit 3, students will have chosen texts for research based on their individual problem-based question.</p>
Number of Lessons in Unit	11

Introduction

In this unit, students engage in the writing process with the goal of synthesizing and articulating their research into argument writing. The end product of this unit is a final draft of a research-based argument paper that articulates the arguments and conclusions gleaned from research throughout Module 10.3. In order to do this, students must synthesize and craft independent claims and conclusions from information across multiple texts and articulate their position in an organized, cogent, and formal argument essay. As part of this process, students engage in a writing cycle in which they self-edit, provide peer reviews, and continually revise their work. Students receive direct instruction on a myriad of topics related to the writing process, including:

- Creating outlines
- Organizing claims, counterclaims, and evidence in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Using colons and semicolons
- Adhering to MLA citation conventions
- Writing in a formal, objective tone
- Adhering to conventions of argument writing

No new texts are introduced in this unit, which breaks from the pattern established in previous units. Instead, students focus on analyzing the sources they collected for their Research Portfolios in 10.3.2, delving more deeply into them as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research-based argument paper. In the final lesson of this unit—after students have had the opportunity to outline, draft, revise, and edit their paper—students submit their final papers for assessment against the 10.3.3 Rubric and Checklist, which students use throughout the unit to facilitate their writing process.

Literacy Skills and Habits

- Collect and organize evidence from research to support analysis in writing.
- Analyze, synthesize, and organize evidence-based claims.
- Write effective introduction, body, and conclusion paragraphs for a research-based argument paper.
- Use proper MLA citation methods in writing.
- Edit for a variety of purposes, including using semi-colons, colons, and correct spelling.
- Use formal style and objective tone in writing.
- Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals).
- Write coherently and cohesively.

Standards for This Unit

CCS Standards: Writing	
W.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

	<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

CCS Standards: Language	
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's A Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	W.9-10.4, W.9-10.5, W.9-10.9
Description of Assessment	Varies by lesson but may include drafted portions of the essay with a focus on the specific goal of individual lessons (e.g., introduction development, cohesion within and between paragraphs, proper citation methods, and incorporation of peer and teacher feedback).

End-of-Unit Assessment	
Standards Assessed	W.9-10.1.a-e, L.9-10.1, L.9-10.2, L.9-10.3.a, L.9-10.6
Description of Assessment	Students are assessed on the alignment of the final draft to the criteria of the 10.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Research Portfolio Texts	Students are introduced to the process of drafting research-based argument papers. Students learn how to develop their research-based argument papers from the Evidence-Based Perspectives they completed in the previous unit (10.3.2 Lesson 13). Students organize their supporting claims and evidence for each claim in a well-reasoned manner, while analyzing the evidence that best

		supports each claim to complete the Outline Tool.
2	Research Portfolio Texts	Students continue to plan for their argument-based research papers by completing the Outline Tool introduced in the previous lesson. Students develop a counterclaim in opposition to their central claim developed in the previous lesson. Students address the strengths and limitations of their central claim by developing supporting claims for their counterclaim.
3	Research Portfolio Texts	Students learn how to effectively integrate citation information into their writing to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn MLA conventions for in-text citation as well as for a Works Cited page. Students draft a Works Cited page.
4	Research Portfolio Texts	Students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tools. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understandings of how to write an effective introduction.
5	Research Portfolio Texts	Students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers.
6	Research Portfolio Texts	Students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understandings of how transitional words and phrases connect ideas and contribute and shape reasoning by developing the closing statements of their research-based argument papers.
7	Research Portfolio Texts	Students learn how to identify and use formal style and objective tone when writing their research-based argument papers. After receiving instruction on formal style and objective tone, students use the first drafts of their papers to participate in peer review

		and teacher conferences.
8	Research Portfolio Texts	Students learn how to revise for formal tone and conventions in argument writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences.
9	Research Portfolio Texts	Students continue to edit and revise their papers. They are also introduced to semicolons as a way to join independent clauses and colons as a means of introducing quotes or lists. Students continue the peer review process for capitalization, punctuation, and spelling.
10	Research Portfolio Texts	Students participate in a peer review activity during which they offer constructive feedback to their classmates about their entire research-based argument papers. Students review their peers' papers for elements of the W.9-10.1 standard and supporting standards (W.9-10.1 a-e) that have been introduced in this unit. Additionally, students peer review for English grammar and usage and writing conventions.
11	Research Portfolio Texts	In this last lesson of the unit, students work in class to finalize their research-based argument papers (End-of-Unit Assessments), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria of the 10.3.3 Rubric and Checklist.

Preparation, Materials, and Resources

Preparation

- Review the 10.3.3 Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials/Resources

- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive white board, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the 10.3.3 Rubric and Checklist